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ABSTRACT

This document is the second in a series of summary reports outlining Key Issues for Planning useful to staff throughout the Los Rios Community College District (CA) for the 1999-2000 academic year and beyond. The 1999 Environmental Scan of Greater Sacramento provides a comprehensive look at the external environment. It outlines changes in the Greater Sacramento Consolidated Metropolitan Statistical Area that have broad implications for planning by the district and its colleges. The 1999 Environmental Scan Report Card provides a comprehensive internal review of the District's effectiveness in serving students. This document provides information about the economy of the Greater Sacramento area; population shifts; student enrollment patterns; student success including grades, completion rates, and transfer rates; and graduate employment. Improving recruitment efforts is particularly important in light of the fact that the 1998 graduate numbers increased by 7.4% over 1997, but Los Rios colleges only saw an increase of 4.1% in the number enrolling in 1998-99 over the 1997-98 academic year level. Comparative analysis in this report card provides information about which student groups have stronger and weaker performance so that Partnership for Excellence dollars can be most efficiently and effectively utilized to improve student success. (JA)

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Los Rios Community College District
Office of Institutional Research

EXECUTIVE SUMMARY OF THE 1999 EXTERNAL ENVIRONMENTAL SCAN AND THE INTERNAL ENVIRONMENTAL SCAN REPORT CARD

KEY ISSUES FOR PLANNING

July 1999

ED 449 824

This is the second in a series of summary reports outlining *Key Issues for Planning* useful to staff throughout the district for the 1999-2000 Academic Year and beyond that were gleaned from the 1999 Environmental Scan of Greater Sacramento and the 1999 Environmental Scan Report Card.

The 1999 Environmental Scan of Greater Sacramento provides a comprehensive look at the *external environment*. It outlines changes in the Greater Sacramento Consolidated Metropolitan Statistical Area (the CMSA -- El Dorado, Placer, Sacramento and Yolo counties) and beyond, that have broad implications for planning by the district and its colleges.

The second is the 1999 Environmental Scan Report Card, which provides a comprehensive *internal* review of the District's effectiveness in serving students. The purpose of this *Report Card* is to provide comprehensive outcomes data that is complimentary to the measures generated by the Chancellor's Office for California Community Colleges' Partnership for Excellence. This *Report Card* has been designed to provide more depth to a wide variety of institutional effectiveness measures to include comparative analysis: over time (five-year trends where possible); across the three colleges, district and state (where possible); and across student demography (all students compared to subgroups of students). The analysis provides information about which student groups have stronger and weaker performance so that Partnership for Excellence dollars can be most efficiently and effectively utilized to improve student success. In addition, it reviews data on employment of the district's former vocational education students. Added to the Report Card this year is information on completion rates for the 1995 first-time student cohort and on satisfaction of students enrolled in Spring 1998 with their experiences at Los Rios colleges.

What follows is a comprehensive summary of important findings from these two major reports to serve as *Key Issues for Planning*. Four of the most important recommendations from the summary that follows are:

1. Review and improve the recruitment efforts of new high school graduates -- a population whose growth is greater than comparable LRCCD enrollment of high school graduates (Fall 1998).

2. Continue to expand new initiatives that support *At Risk* students through their programs of study -- new high school graduates and new older students of African American, Filipino, Latino, Native American and Pacific Islander descent. Although academic performance achieved by most of these *At Risk* student groups improved over last year's level, it is still much lower than the performance of all students. *At Risk* students would benefit greatly from counseling staff initiatives that focus primarily on them and their learning needs.

3. The average units attempted dropped slightly as performance improved for many of the *At Risk* student groups. It might be advisable for counseling staff to make an effort to meet with and advise <u>all</u> *At Risk* students to take fewer units during their first year of study, so they can concentrate their efforts for better academic achievement.

4. Develop new initiatives to increase both the number of students who earn degrees and certificates (which increased slightly over last year) and the number that transfer to four-year institutions of higher education (which decreased each of the last three years).

These recommendations and the findings that support them are detailed on the following pages.

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Greater Sacramento Economy

- Long-term employment growth over the last 15-year period has been strong across all sectors except farming, mining and government. Rapid growth has occurred over the last two years (1997 to 1999) in the construction industry and the F.I.R.E. industries (finance, insurance and real estate), in particular. Over this same two-year period, services, durable goods manufacturing and whole sale trade have also seen strong growth.

- Labor market projections to the year 2005 suggest employment gains across all major industries for Greater Sacramento in general and for Sacramento County in particular. The service industry is expected to gain the largest number of jobs, particularly for the computer-related and health-related sectors. Other high growth employment opportunities are expected in engineering, accounting and research and management services, all fields requiring an educated workforce.

- A fast rate of expansion is also expected in the manufacturing industries, followed by the construction industries. Most of the employment expansion in manufacturing will be in the high-tech segments of electronics, semiconductors, computers and communications equipment, followed by employment growth in transportation equipment, medical equipment and other durable and non-durable goods products.

- As this diverse, knowledge-based economy of the region continues to rapidly evolve, it requires workers who must begin their careers with more education than in the past. Moreover, because of the rapid economic changes, this workforce must be provided the opportunity to continually upgrade their education over and over, as skill requirements change on an on-going basis.

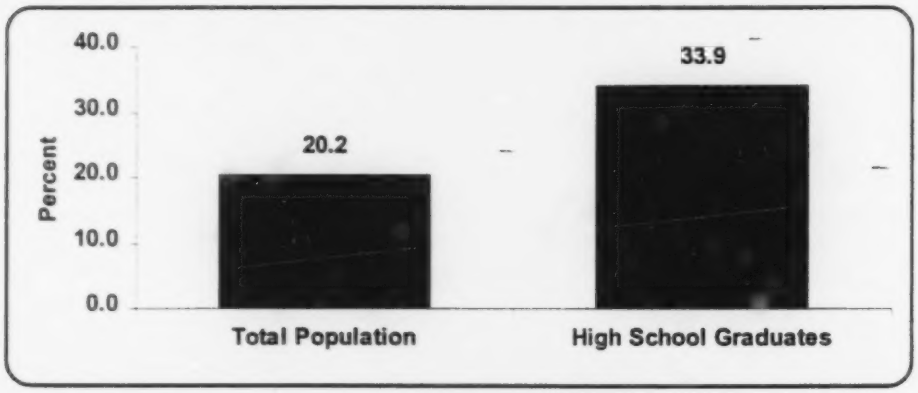
- As such, Los Rios colleges will play a larger role in preparing area residents for work than in the past, if the economy is going to sustain the level of change that is projected to occur.

Greater Sacramento Population Shifts

- Greater Sacramento's 1999 population of 1.71 million has grown by 53% since 1981and is projected to grow by an additional 20%, to 2.05 million by 2007.

- While total population in the Greater Sacramento CMSA is projected to increase slightly more than 20%, the number of high school graduates are projected to increase by almost 34%. Because of this, Los Rios colleges can expect a continuation of the current shift toward an increasing number of younger students.

Chart 1
Projected Increase in Total Population and High School Graduates in Greater Sacramento by 2007-08

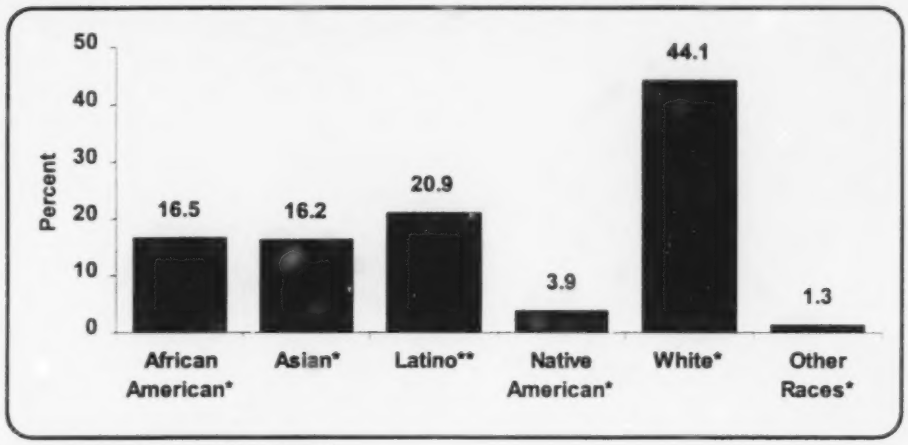


- The rapid growth in high school graduates has already begun. Annual growth in high school graduates of the Greater Sacramento Area schools was rather flat (2.2% or less, 1993 through 1996) until the graduating classes of '97 and '98, when growth was 9.6% and 7.4%, respectively.

- As the population grows, it is becoming more ethnically diverse. Greater Sacramento's ethnic minority population made up 26.8% of the total population in 1990. By 1996 it grew to 29.3%. In Sacramento County

these figures were 30.7% and 34.0%, respectively. More recent data for the city of Sacramento suggests that the city's ethnic composition is evolving even more rapidly than expected. The city of Sacramento was one of three sites across the country that served as an U.S. Census 2000 "Dress Rehearsal" location in April 1998. From this it was learned that more than half of the city's population is ethnic minority, as shown in the following chart.

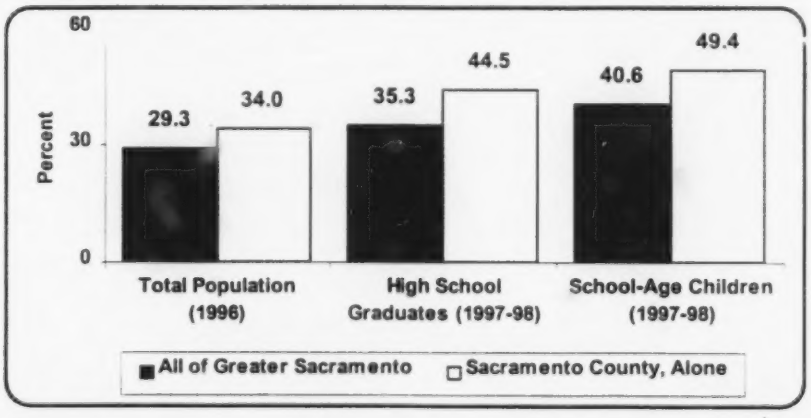
Chart 2
Proportions of the City of Sacramento Population by Ethnicity: April 1998



* This race and mixed race thereof.
** This category overlaps others.

- School age and high school graduate populations currently in the educational pipeline on their way to Los Rios colleges are where ethnic diversity is most pronounced. In 1996, ethnic minorities made up 29.3% of the four-county Sacramento area population, but ethnic minorities made up 35.3% of 1997-98 high school graduates and 40.6% of the 1997-98 total school-age population, as displayed in Chart 3 below. These proportions are even higher for Sacramento County, home of 62.0% of Greater Sacramento's high school graduates and 66.2% of its student population in 1997-98. Chart 3 shows that Sacramento County's 44.5% of high school graduates and 49.4% of school-age population were ethnic minorities in 1997-98. Yolo County has relatively high proportions of ethnic minority graduates and students, as well: 39.3% of graduates and 45.2% of all school-aged children in 1997-98.

Chart 3
Non-White Population as a Proportion of Total Population in Greater Sacramento



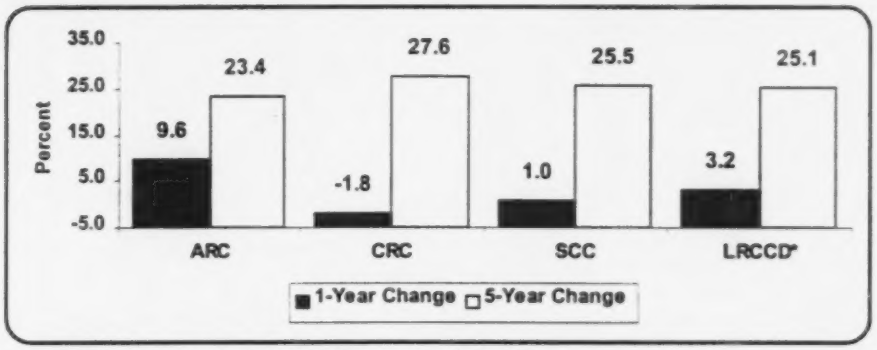
- An alarming proportion of the school-age population of Greater Sacramento is at or below the poverty level. Although the number of people in poverty in Greater Sacramento dropped by 3.6% from 1993 to 1995, the number of children ages 5-17 in poverty increased by 12.1%. This is not a statewide phenomenon where the number of children ages 5-17 in poverty declined by 1.8%.

- As such, in the foreseeable future, Los Rios colleges are likely to be enrolling a growing number of new, young students who are ethnic minorities. Some of these new students may also be either economically disadvantaged or educationally disadvantaged, and many may be both.

Los Rios Colleges Student Enrollment

- New high school graduates enrolling at Los Rios colleges (a student group that takes a high unit load -- an average 9.50 units in Fall 1998) have increased in large numbers (by 25.1% district-wide) over the most recent five-year period (Fall 1994 to Fall 1998). ARC experienced a 9.6% one-year growth in high school graduates enrolling, Fall 1997 to Fall 1998. CRC, on the other hand, experienced a surprising annual decline in the number of high school graduates enrolling in Fall 1998 (by 1.8%) and SCC experienced a small 1% annual growth of new high school graduates enrolling. Chart 4 shows both the one-year and five-year rates of change in new high school graduates enrolling in Los Rios colleges in Fall 1998.

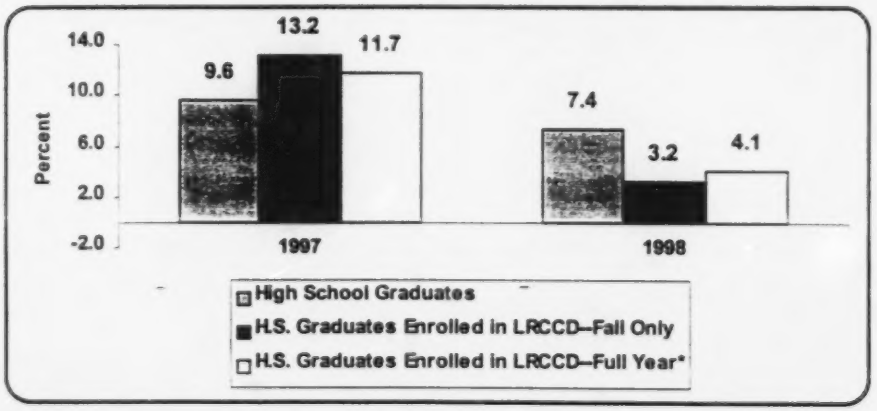
Chart 4
One-Year and Five-Year Rate of Change in the Number of New High School Graduates Enrolling in Los Rios Colleges: Fall 1998



* LRCCD data are unduplicate counts across the three colleges.

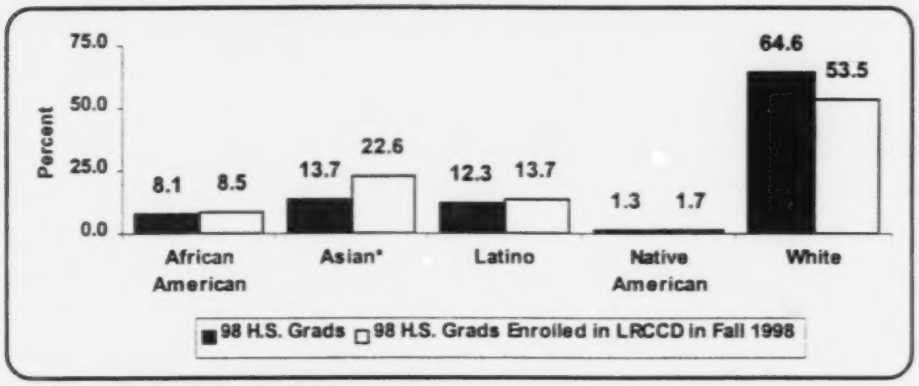
- Annual growth in the number of 1998 graduates of Greater Sacramento high schools is higher than the rate of growth of those enrolling in Los Rios colleges, as shown in Chart 5 below. Los Rios colleges saw greater growth of 1997 high school graduates who enrolled in both the Fall 1997 semester, as well as across the 1997-98 academic year than the actual growth in the number of 1997 graduates. But this did not hold true for the 1998 graduating class, where graduates increased annually by 7.4%; those enrolling in LRCCD colleges only increased by 3.2% in Fall 1998 and by 4.1% across the entire academic year. Los Rios colleges may wish to improve upon their high school graduate recruitment efforts, particularly since the number of graduates is projected to grow substantially over the next several years.

Chart 5
Annual Rate of Increase in Greater Sacramento of the Number of High School Graduates, Those Who Enrolled in Fall 1998 and Those Who Enrolled Across the Entire Academic Year



- The ethnic distribution of 1998 high school graduates was similar to the proportions enrolled in Los Rios colleges in Fall 1998, with the exceptions of those of Asian descent and those who are Caucasian. As suggested in Chart 6, proportionately more Asian students enroll than any other ethnic group (13.7% of graduates were Asian, vs. 22.6% of those enrolled in the Fall), while white students enroll in lower proportions (64.6% of graduates were white vs. only 53.5% of those enrolled in Fall). African Americans, Latino and Native American graduates enrolled in Los Rios colleges in proportions that were almost identical to their proportions within the 1998 graduating class.

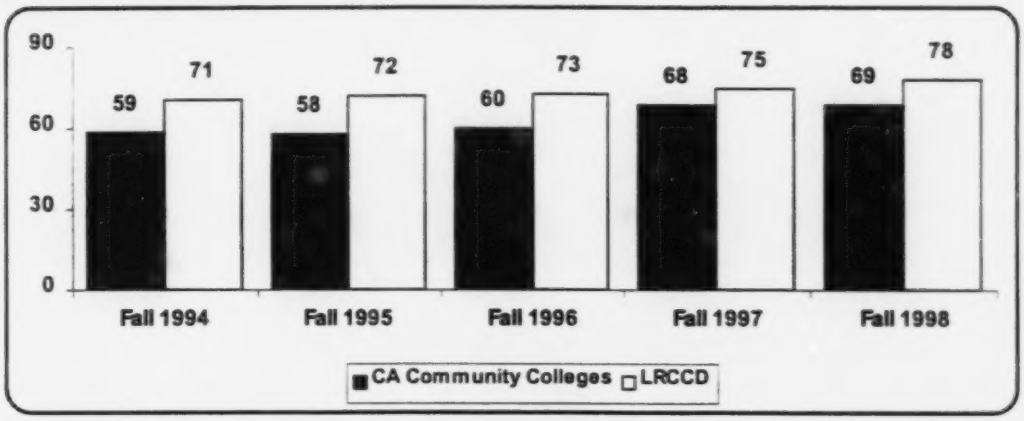
Chart 6
Proportions by Ethnicity: 1998 High School Graduates of Greater Sacramento and Those Who Enrolled in LRCCD Colleges, Fall 1998



Note: Analysis excludes other/unknown ethnicity.
* Includes Filipinos and Pacific Islanders.

- Los Rios colleges serve a fairly large number of adults living in Greater Sacramento: enrollment per 1,000 population was 78 for Fall 1998. This compares with a statewide figure of 69.

Chart 7
Enrollment in CA Community Colleges and LRCCD per 1,000 of Area Population: Fall 1994 through Fall 1998

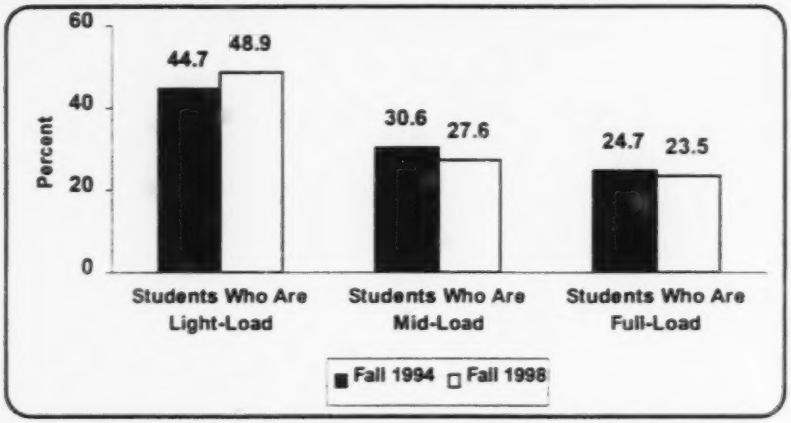


- Enrollment growth in the district from Fall 1994 to Fall 1998 was primarily in three age categories: students under 18 (by 176.2%, from 877 to 2,422); students ages 18-20 (by 19.0%, from 12,191 to 14,510) and students over 40 (by 45.2%, from 8,736 to 12,684). Whereas the students over 40 were primarily those taking a small number of units (an average 4.17 in Fall 1998) and performing well in them, it was the younger students, 18-20 consisting of new high school graduates and those who are slightly older who took the largest number of units (9.77 in Fall 1998).

- Chart 8 shows the changing balance of light-, mid- and full-load students. Although enrollment of full-time students continues to grow, enrollment of light-load students is growing faster, suggesting that the colleges are probably effective in meeting the needs of working adults wishing to take one or two courses to upgrade

job skills. The average unit load of all students over this five-year period has gone from a high of 7.15 in Fall 1994 to a low of 6.77 in Fall 1998. A special review might be needed to determine whether the needs of new high school graduates who tend to take higher unit loads are being met. This review is important for two reasons. First, this is a growing population in Greater Sacramento and second, because the annual growth in the number of 1998 high school graduates was much larger than the annual increase in those enrolling in Los Rios colleges over the 1998-99 Academic Year: 7.4% and 4.1%, respectively.

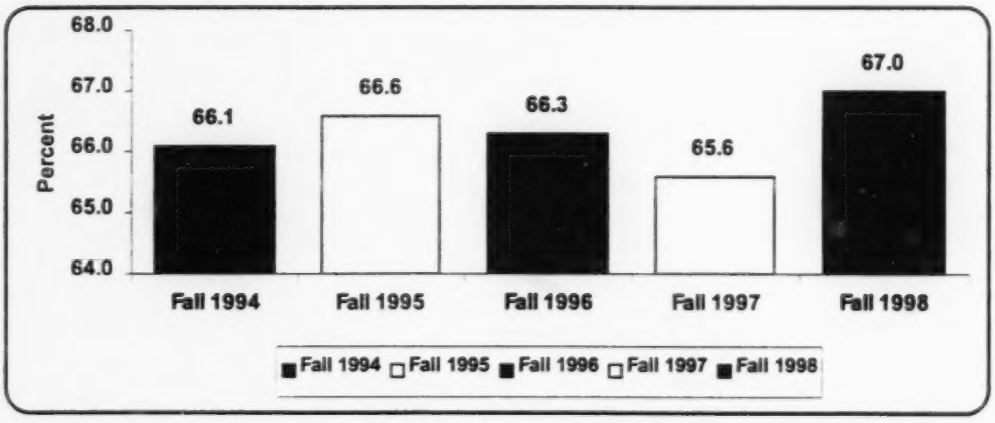
Chart 8
LRCCD Enrollment by Unit Load: Fall 1994 and Fall 1998



Student Success – Semester Course Success Rates and Average GPAs

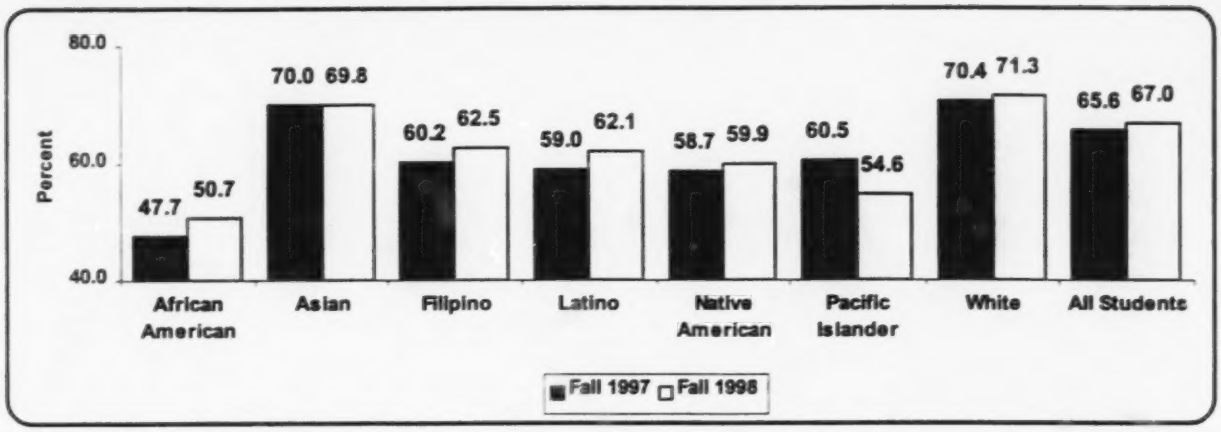
- Course success rate achieved by all students in Fall 1998 (67.0%) not only improved from the low level of 65.6% for Fall 1997, but it was the highest rate achieved over the five-year period under study, as shown in Chart 9 below. Moreover, improvements in successful course completion hold true across most of the sub-group analysis – by gender, by most ethnic groups, by most age groups and by most student groups by goal. The average GPAs achieved by all students only improved slightly for all students (from 2.70 in Fall 1997 to 2.71 in Fall 1998).

Chart 9
Course Success Rates of All Students in LRCCD: Fall 1994 through Fall 1998



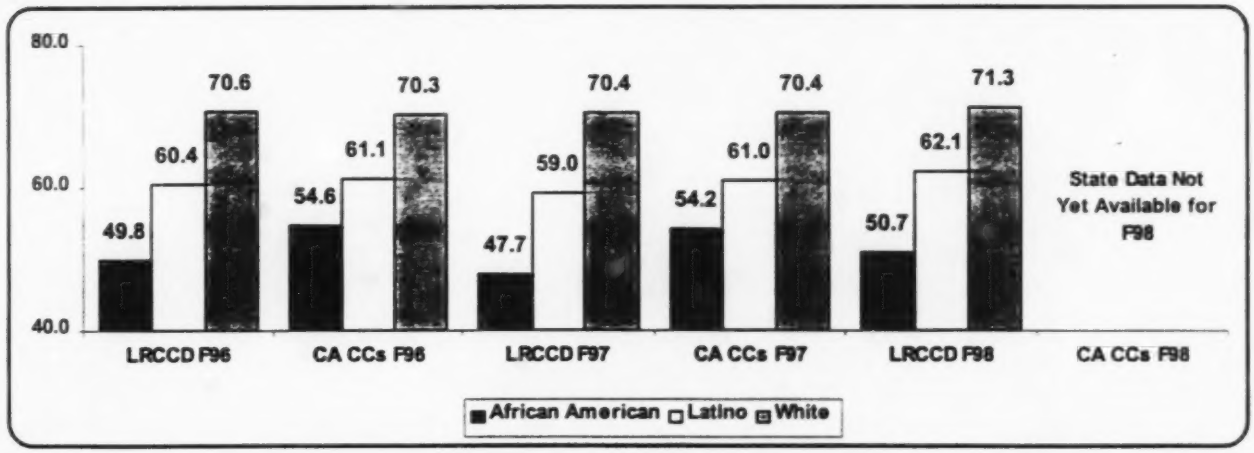
- As displayed in Chart 10, four ethnic groups of students with lower than average success rates in Fall 1997 saw improved rates in Fall 1998 – African American (from 47.7% to 50.7%), Filipino (from 60.2% to 62.5%), Latino (59.0% to 62.1%) and Native American (58.7% to 59.9%). Only one group with lower than average success rates in Fall 1997 saw a rate decline in Fall 1998 – Pacific Islander students from 60.5% to 54.6%.

Chart 10
Course Success Rate of All LRCCD Students by Ethnicity: Fall 1997 and Fall 1998



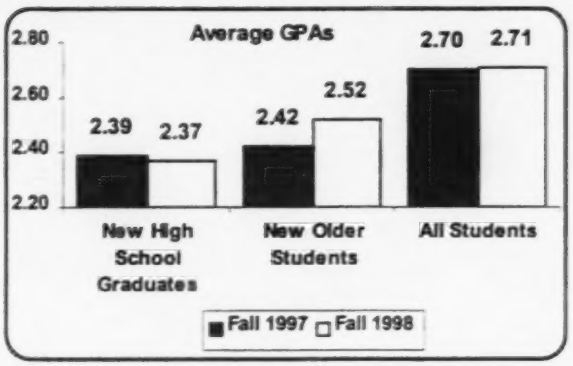
- Last year's report displayed statewide course success rate comparisons to LRCCD by ethnicity for Fall 1994 and Fall 1995 indicating that Los Rios African American, Latino and White students did not perform as well as their statewide counterparts. State comparisons are only available for these three ethnic groups. This occurs because statewide figures represent combined data for Asian and Pacific Islander students and because analysis was not provided for Native Americans or Filipinos as separate categories of students. State data for Fall 1996 and Fall 1997 became available in January 1999 and are displayed in Chart 6 below. Comparative rates have improved from Fall 1996 to Fall 1997. Whereas there was a 4.8% gap in Fall 1996 between success rates achieved by LRCCD African American students and those of their statewide counterparts, the gap was 6.5% in Fall 1997. District Latino students achieved a success rate that was almost 1% lower in Fall 1996 and 2% lower in 1997. Course success rates are almost the same for LRCCD white students and white students across the state.

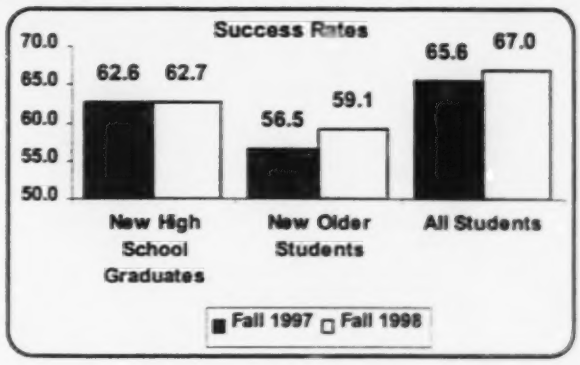
Chart 11
Semester Course Success Rates of Los Rios Students and All CA Community College Students: Fall 1996 and Fall 1997



- Analysis for last year's Environmental Scan Report Card showed that new students are more *At Risk* than the average student. Both course success rates and average GPAs are lower for new high school graduates. Although new older students achieve higher average GPAs than new high school graduates enrolled, their success rates are lower. As shown in Chart 12, course success did not improve very much (and average GPAs declined) for all new high school graduates who enrolled in Fall 1998 compared to the new high school graduate cohort of 1997. The new older student cohort that enrolled in Fall 1998 saw a success rate and an average GPA that were higher than the new older student cohort one year earlier.

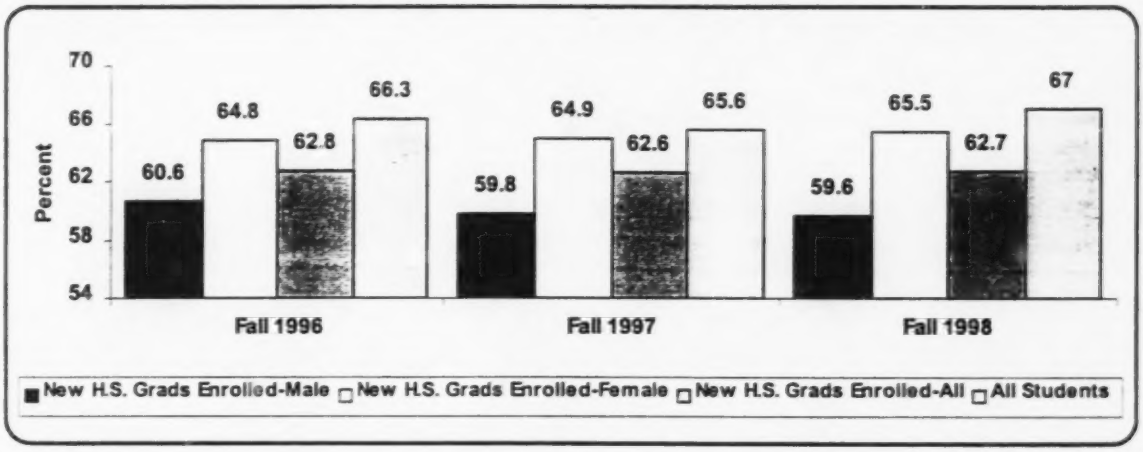
Chart 12
Average GPAs and Success Rates of New High School Graduates, New Older Students and All Students: Fall 1997 and Fall 1998





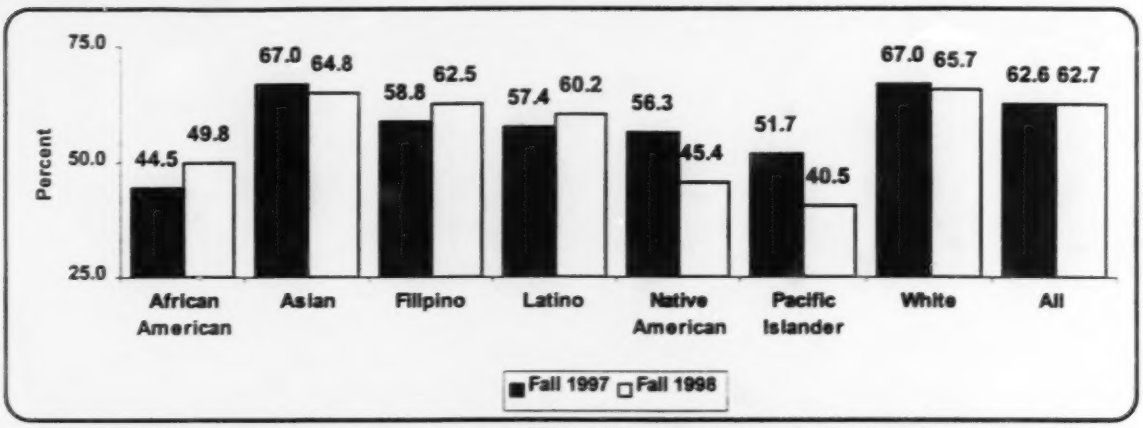
* New high school graduates who are female perform at higher levels than those who are male. Males attempt more and complete fewer units than their female counterparts and their success rates are much lower, as shown in Chart 13.

Chart 13
Course Success Rates of New High School Graduates Enrolled in LRCCD: Fall 1996 through Fall 1998



* Looking at the successful course completion by new high school graduates by ethnicity, several groups have improved their rates from Fall 1997 to Fall 1998, as displayed in Chart 14. Groups that have shown improvement in successful course completion include African American, Filipino and Latino students. Of all the new high school graduate ethnic groups enrolled in LRCCD, African American students struggle more with their academic studies. Yet, the course success rates of the 1998 graduates in Fall 1998 were 5% higher than those achieved by the 1997 graduates who enrolled in Fall 1997. Course success rates have dropped slightly for Asian, Native American, Pacific Islander and White students. It is important to note, however, that in the cases of Filipino, Native American and Pacific Islander students, the numbers are small so that increases or decreases in success rates achieved by even small numbers of these students effect the average more disproportionately than is the case for the larger ethnic groups. In all of these cases, the count is under 200.

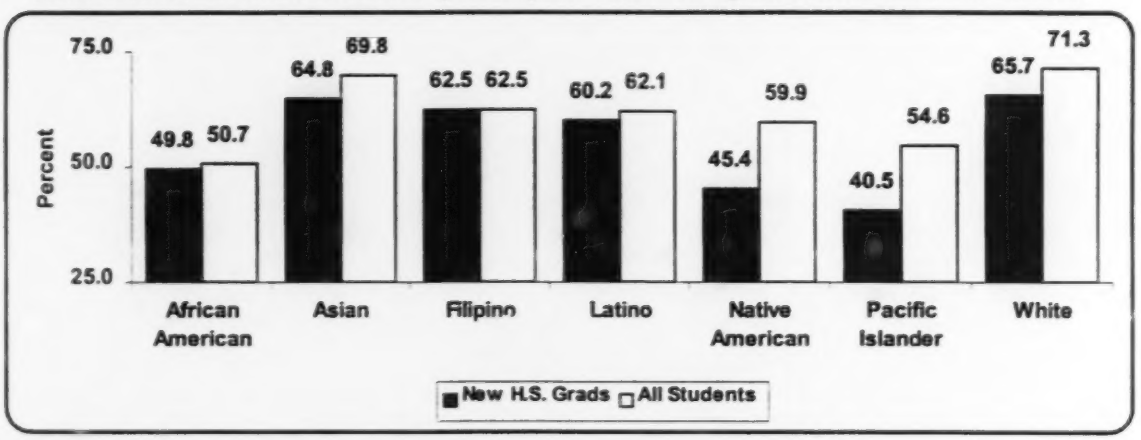
Chart 14
Course Success Rates of New High School Graduates Enrolled in LRCCD by Ethnicity: Fall 1997 and Fall 1998



Note: It is important to note, however, that in the cases of Filipino, Native American and Pacific Islander students, the numbers are small so that increases or decreases in success rates achieved by even small numbers of these students effect the average more disproportionately than is the case for the larger ethnic groups.

- Comparing ethnic groups of new high school graduates to ethnic groups of the entire student population shows that most of the groups of new students do not perform as well academically, as demonstrated in Chart 15. However, the gap between success rates achieved by new high school graduates who are enrolled compared to all students has been narrowed in Fall 1998 compared to Fall 1997 for African American students, the ethnic group of students which struggles the most academically.

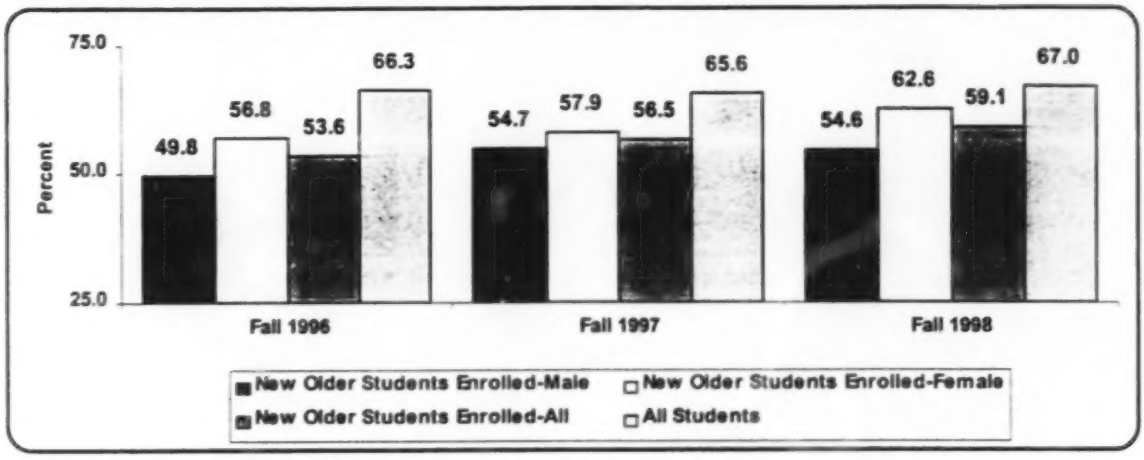
Chart 15
Course Success Rates for LRCCD Students by Ethnicity in Fall 1998: New High School Graduates and All Students



- Average GPAs achieved by new older first-time students in Fall 1998 were higher than those achieved by their new student counterparts who are high school graduates enrolled for the first time (2.52 vs. 2.37), but their course success rates were lower (59.1% vs. 62.7%). These figures compare to an average 2.71 GPA and 67.0% course success rate for all students.

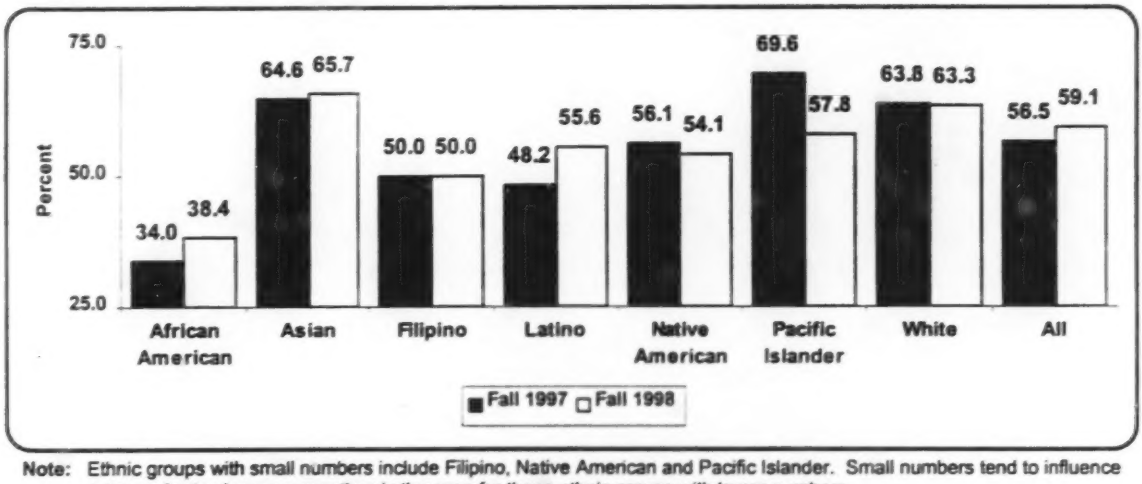
- Similar to the new high school graduates who enrolled in Fall 1998, new older students who are male have lower academic achievement than their female counterparts (average GPA of 2.36 for males vs. 2.65 for females). There is an even larger difference in course success rate achieved by males (54.6%) compared to females (62.6%), as displayed in Chart 16.

Chart 16
Course Success Rates of New Older Students Enrolled in LRCCD: Fall 1996 through Fall 1998



- As shown in Chart 17, older African American students who are new struggle even more than their new high school graduate counterparts, achieving a Fall 1998 course success rate of 38.4%. Other groups that struggle include new older: Filipino students (50.0% course success rate); Native American students (54.1% course success rate); and Latino students (55.6% course success rate).

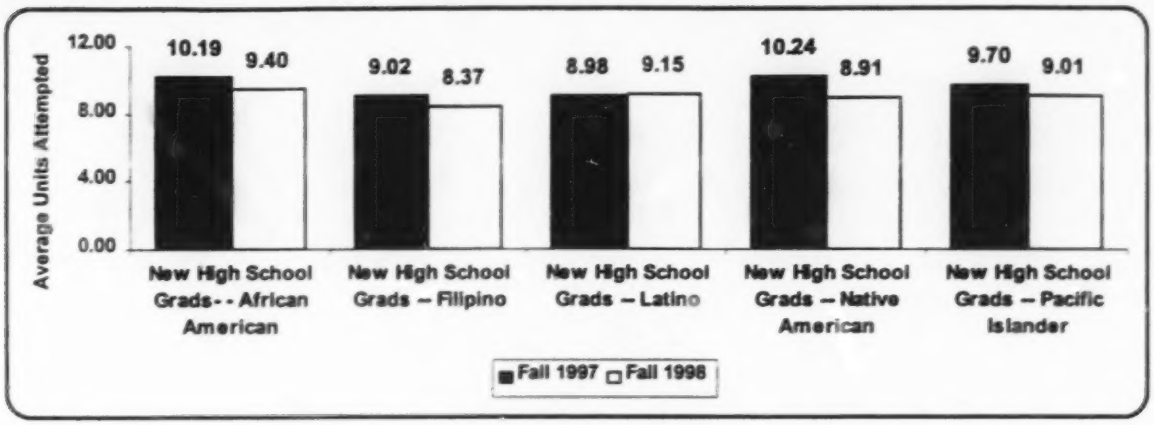
Chart 17
Course Success Rates of New Older Students Enrolled in LRCCD by Ethnicity: Fall 1997 and Fall 1998



Note: Ethnic groups with small numbers include Filipino, Native American and Pacific Islander. Small numbers tend to influence rates and rate changes more than is the case for those ethnic groups with larger numbers.

- It is important to point out that in Fall 1998 many of the ethnic groups of new high school graduates took a slightly lower average number of units than their 1997 counterparts did. For example, new high school graduates in Fall 1998 who were of African American descent took close to an average of one less unit during their first fall semester compared to those a year earlier, as displayed in Chart 18. Only Latino students saw a small increase in average units attempted (as well as improved success rates). It may be advantageous to advise students who are apt to struggle academically to take fewer units their first semester of study, so they can concentrate their efforts for better academic achievement.

Chart 18
Average Units Attempted the First Semester by New High School Graduate Groups That Are *At Risk*: Fall 1997 & Fall 1998



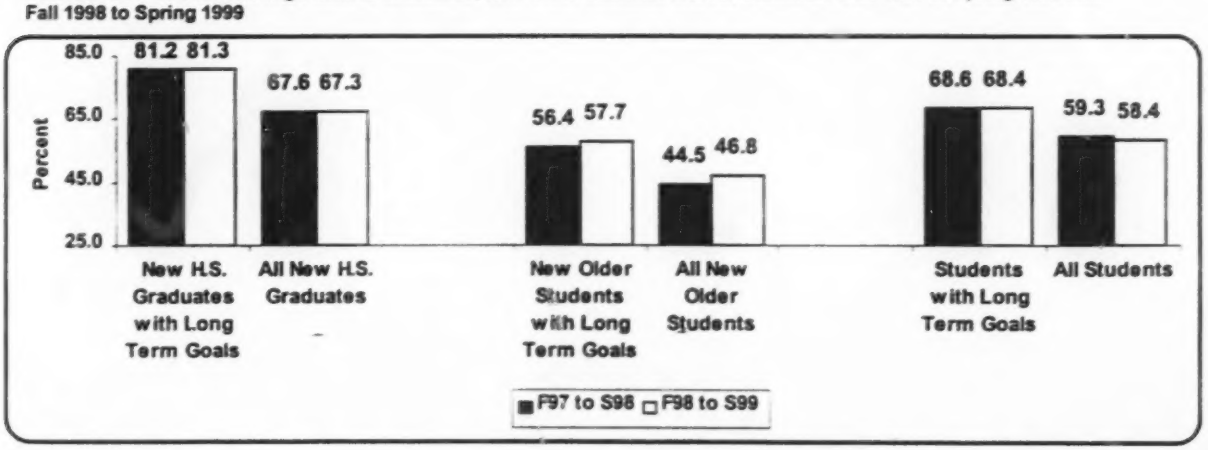
- Special initiatives to help boost successful course completion rates of *At Risk* students -- Pacific Islander, Filipino, Latino, Native American and African American students -- were put into place beginning Fall 1998 with Partnership for Excellence funds. Expansion of these initiatives to help continue improving academic performance of these groups will be important for improving overall student performance. This is particularly important for African American students who successfully complete less than half of their courses.

- It will be important to determine coursework that proves difficult for the students who struggle. Students who took vocational education courses during 1997-98 in those TOP codes for which the district receives VATEA funding (agriculture & natural resources, business & management, communications, computer information science, engineering, health and consumer & home economics), achieved success rates that were quite high (62.5% and higher). Analysis of the program review data generated by college researchers at the program and course level could provide more in-depth information courses and/or academic disciplines with which students struggle.

Student Success – Persistence from Fall to Spring

- Chart 19 shows persistence by all students and students with long term goals -- those students with goals to earn certificates or degrees or to transfer. Exactly 81.3% of new high school graduates with long-term goals persisted from Fall 1998 to Spring 1999, almost the same proportion as in Fall 1997. However, new older students with long term goals persist at much lower rates (57.7% persisted from Fall 1998 to Spring 1999). Initiatives to assist these older students who have long-term goals might be appropriate.

Chart 19
Persistence Rates of New High School Graduates, New Older Students and All Students: Fall 1997 to Spring 1998 and Fall 1998 to Spring 1999

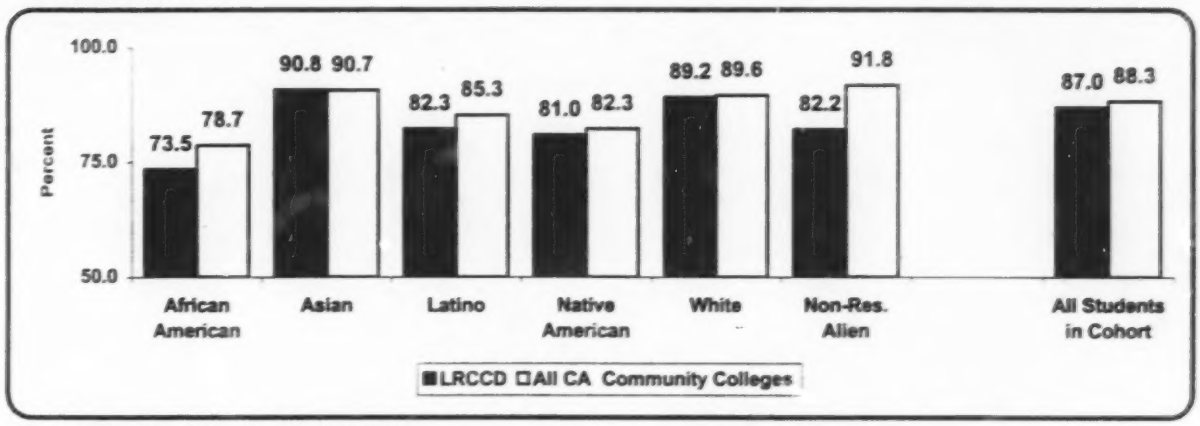


Student Success – Student Right-to-Know Completion Rates

- The first-time, full-time degree, certificate and transfer-seeking LRCCD students who enrolled in Fall 1995 had a slightly lower completion rate than their counterparts statewide (32.5% vs. 34.3%), but a slightly higher transfer-out rate prior to completion (26.7% vs. 23.1%). Many of those who did transfer out prior to completion re-enrolled reducing the LRCCD rate to 11.7% and the state rate to 11.9%. LRCCD students in this cohort achieved some level of success (by completing their program of study, by transferring out, by continuing their studies on a part-time basis or by leaving in good academic standing) at a rate of 87.0% vs. a state rate of 88.3%. Exactly 13.0% of this cohort left who were not in good academic standing compared to 11.7% of the students statewide.

- Consistent with other measures evaluated in this Environmental Scan Report Card, achievement of some level of academic success varies by ethnicity, with Asian and white students achieving higher than average rates and under-represented groups (African American, Latino and Native American) achieving lower than average rates, as pointed out in Chart 20.

Chart 20
Rate by Which Fall 1995 First-Time, Full-Time Degree, Certificate and Transfer-Seeking Students Achieved Some Level of Academic Success*



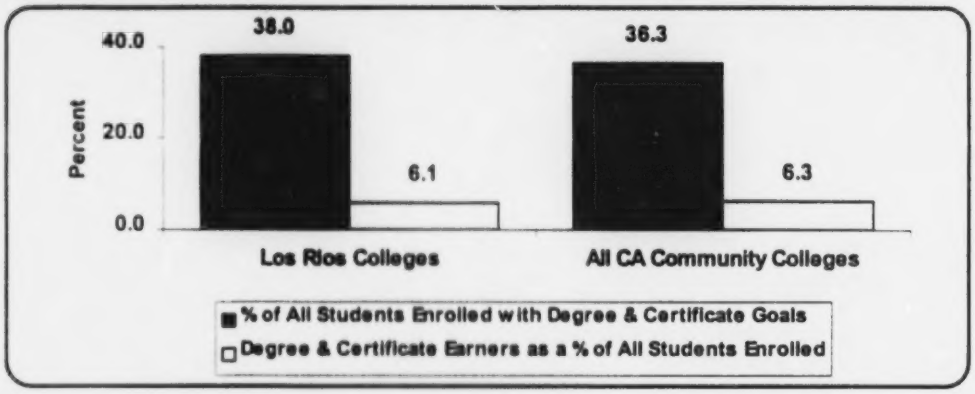
Note: Data reflected here are as of 10/15/98.
* Defined as program completion, transfer out prior to completion, still enrolled or left in good academic standing.

Student Success – Degree and Certificate Awards

- Awards earned by Los Rios college students are low. Even though an annual average of 20,300 students across the four Fall semesters (1994-1997) for which the goal and degree data are available said that their goal was to earn a degree or certificate, only an annual average of 3,253 students actually earned degrees or certificates across the 1993-94 through the 1997-98 academic years. Although enrollment data are not directly comparable to awards data, these four-year averages do provide a relative means of comparison. This suggests that even though an average 38.9% of all Los Rios students enrolled each Fall had goals to earn degrees or certificates, only an average 6.2% of all students did so.

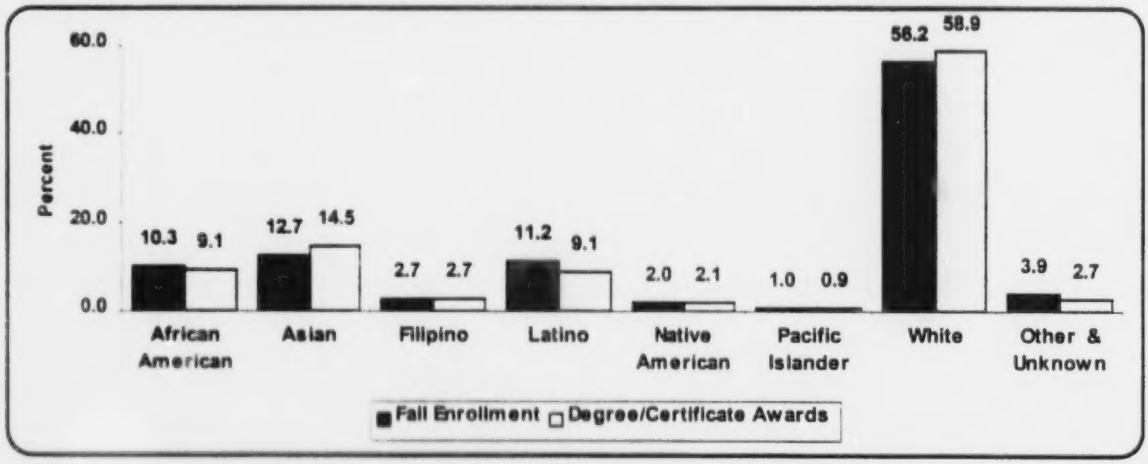
- Comparable state level data are available for a three-year period (1994-95 through 1996-97). Chart 21 shows that when three-year averages are calculated for both Los Rios colleges and the state, the proportions are almost exactly the same. Even though an average 36.3% of all students enrolled statewide said they had goals to earn degrees or certificates, only 6.3% of all students earned them that year. The comparable averages for Los Rios colleges across these same three years are 38.0% and 6.1%, respectively.

Chart 21
Proportions of Enrolled Students with Goals to Earn Degrees and Certificates & of Those Who Actually Earn Them: Three-Year Averages for Los Rios Community Colleges and All CA Community Colleges



- The proportions of students by ethnicity that *do* earn degrees and certificates are similar to the proportions by ethnicity that are enrolled, with a couple of exceptions, as pointed out in Chart 22. The most recently available degree and certificate awards data and its matching Fall enrollment data show that the proportions of students earning degrees is slightly less than the proportions enrolled for African American and Latino students. The proportion of Asian and white students earning degrees and certificates is slightly higher than the proportions enrolled.

Chart 22
Proportion of Enrollment (Fall 1997) and Proportion of Degree and Certificate Awards (1997-98) by Ethnicity

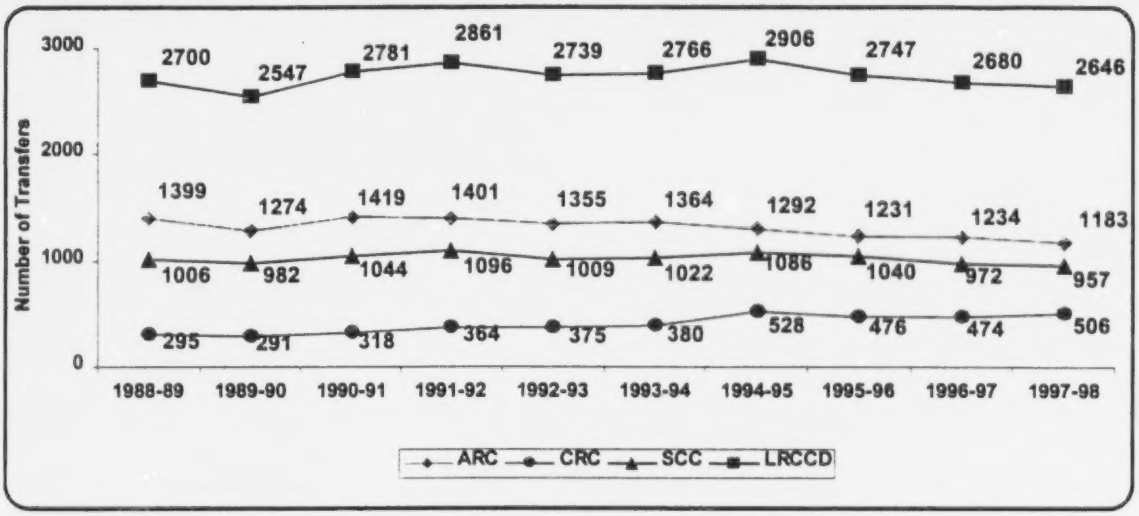


- Each of the three Los Rios colleges implemented special initiatives to increase degree and certificate awards during the 1998-99 academic year. Preliminary data (8/2/99) suggest that degrees and certificates awarded by CRC increased in 1998-99 by 6.4% over the 1997-98 levels. Awards are down from the 1997-98 levels by 294 at ARC and by 150 at SCC. Admissions and Records staff at CRC and SCC indicated that the processing of awards to the Student Information Technology System are close to completion, although staff will be processing a limited number of awards through September. Staff at ARC estimate that awards for Fall 1998 are completely processed but they will be processing approximately one-half of the awards granted in Spring 1999. The 1998-99 awards data will be updated in early October when complete results are available.

Student Success – Transfer

- The most recently available student transfer data from the California Postsecondary Education Commission show that the number of transfers has declined annually from a peak of 2,906 in 1994-95 to 2,646 in 1997-98, as pointed out in Chart 23. This represents a three-year decline of 8.9% to 1997-98.

Chart 23
Transfer Students from Los Rios Colleges at CSU and UC: 1986-87 through 1995-96



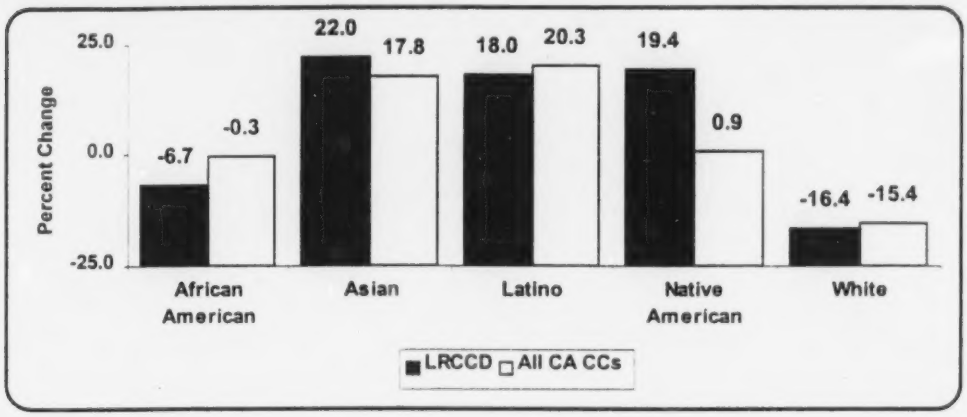
* However, LRCCD continues to rank high among districts statewide in the number of transfers at CSU and UC. Chart 24 shows that Los Rios ranks second only to Los Angeles Community College District, a district that enrolls approximately 7.7% of all community college statewide enrollment and also accounts for almost the same proportion (7.1%) of transfers to CSU and UC. Los Rios enrolls approximately 3.9% of the statewide enrollment but accounts for 4.7% of the transfers. This Los Rios transfer proportion of 4.7% has fluctuated by less than 1% over a ten-year period through 1997-98.

Chart 24
California Community College Student Transfers by Rank Order of Districts with 900 or More Transfers: 1995-96

	To All Public Universities	1997-98	To CSU	1997-98	To UC	1997-98
1	LA	3981	LA	3386	Santa Monica	680
2	**Los Rios**	**2646**	**Los Rios**	**2219**	LA	595
3	Coast	2155	Coast	1679	Foothill DeAnza	575
4	Foothill DeAnza	2082	No Orange	1557	Contra Costa	519
5	Contra Costa	1915	State Center	1528	Coast	476
6	San Diego	1904	Foothill DeAnza	1507	San Diego	468
7	No Orange	1745	San Diego	1436	**Los Rios**	**427**
8	State Center	1618	Contra Costa	1396	Santa Barbara	421
9	Ventura	1500	Ventura	1153	So Orange	362
10	Santa Monica	1409	Grossmont-Cuyamaca	1016	Ventura	347

* Although the number of ethnic minority transfers from Los Rios colleges has increased from 1993-94 to 1997-98 (by 15.3%), most of that increase can be accounted for by the transfer of Asian students, as pointed out Chart 25 below. There was only an 8.6% increase in student transfers in ethnic groups that are generally considered to be under-represented in higher education (African Americans, Latinos and Native Americans); this compares to a much higher statewide rate of 15.2%. The number of white student transfers at CSU and UC has declined over this same time period, by 16.4%; the state saw a similar decline in white student transfers over the same time period, by 15.4%.

Chart 25
Rate of Change in the Number of Student Transfers to All Public Universities of California from LRCCD and All Community Colleges: 1993-94 to 1997-98



Student Satisfaction

Results of the Noel-Levitz Student Satisfaction Inventory during the Spring 1998 semester, showed several services where we are not meeting student expectations. Moreover, for several of these services, the gap between importance and satisfaction is larger than the national average for all community colleges that administered this survey. These services include the following:

- At ARC, there are four services with large performance gaps where students are less satisfied than students are nationally. In order of the largest to smallest mean difference, they include: the availability of internships and practical experience; available channels for student complaints; helpful financial aid counselors; and early notification when students are doing poorly in class.

- At CRC, there are two services with large performance gaps where students are less satisfied than students are nationally. In order of the largest to smallest mean difference, they include: scheduling of classes at convenient times; and academic advisors who are concerned about the success of students as individuals.

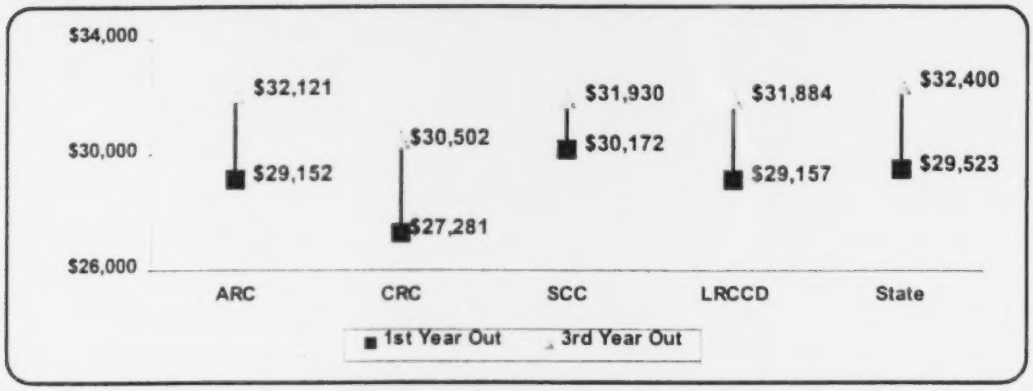
- At the Folsom/El Dorado centers, there are eight services with large performance gaps where students are less satisfied than students are nationally. In order of the largest to smallest mean difference, they include: the availability of internships/practical experiences; sufficient number of study areas on campus; financial aid awards announced in time to help in college planning; career services to help get jobs; adequate library resources and services; good variety of course offerings; financial aid counselors who are helpful; and classes scheduled at convenient times.

- At SCC there are nine services with large performance gaps where students are less satisfied than students are nationally. In order of the largest to smallest mean difference, they include: adequate student parking; adequate library resources and services (which has since then been corrected with the opening of the new Library); sufficient number of study areas on campus; parking lots that are well-lighted and secure; classes that are scheduled at convenient times; a safe and secure campus; computer labs that are adequate and accessible; a college that does what it can to help students reach their educational goals; and the ability to register with few conflicts.

Employment – Median Annual Earnings of Former Vocational Education Students Employed Full-Time

- Chart 26 shows that with the exception of 1993-94 vocational education students from CRC employed full-time after leaving college, LRCCD former students earn median incomes that are very similar to those earned by former students statewide. Salary increases from first-year to third-year out of college were 10.2% for ARC's vocational education leavers, 11.8% for CRC's, and 5.8% for SCC's. Average district and state salary increases are 9.4% and 9.7%, respectively.

Chart 26
Median Salary Earned by All 1993-94 Vocational Education Leavers : 1st Year and 3rd Year Out of College



Summary Comments

- Beginning with the graduating class of 1997, Greater Sacramento high schools are moving a growing "baby boomlet" on to higher education. Los Rios colleges would be well advised to assure that the growing numbers of high school graduates know about the educational opportunities in LRCCD. Improving recruitment efforts is particularly important in light of the fact that the 1998 graduate numbers increased by 7.4% over 1997 but Los Rios colleges only saw an increase of 4.1% in the number enrolling in 1998-99 over the 1997-98 academic year level.

- If changes in the population that we have experienced since the early 1990s continue, the district may see more rather than fewer students who struggle academically from this new high school graduate population.

- Through this analysis both last year and this year, new high school graduates and new older students of the ethnic groups that are traditionally under-represented in higher education are *At Risk*. Although we have seen improvement in course success rates for many of the *At Risk* student groups, rates still remain well below the average. As such, faculty, administrators and classified staff of Los Rios Community College District may wish to continue expanding strategies to support all new ethnic minority students through their programs of study. An exception to this is those of Asian descent (excluding Filipino and Pacific Islander students), because these students perform at higher levels academically than the average student. From all indications, population growth will be of ethnic groups that have in past decades been minority. With the exception of the Asian students, it is exactly this group of students that struggles with their academic studies.

- An additional important step in helping *At Risk* students is to advise them to take fewer, rather than more, academic units during their first year of study, in order to adjust to college level coursework gradually and gain greater academic success.

- These *At Risk* student groups should be the continued focus for new programs and counseling initiatives developed to help students complete their programs of study with Partnership for Excellence funds.

- Partnership for Excellence funds would also be effectively used to develop initiatives to insure higher rates of completion of degrees and certificates, as well as assuring the effective transfer of more students to four-year institutions of higher education.

This executive summary of key issues for planning from the external scan of Greater Sacramento (the 1999 Environmental Scan) and from the internal scan (the 1999 Environmental Scan Report Card) was written by Judith Beachler, Director, Office of Institutional Research, Los Rios Community College District. It is based on data generated and analyzed by the LRCCD research staff – Judith Beachler, Betty Glyer-Culver, Research Analyst and Minh La, Senior Systems Analyst. Research staff members gratefully acknowledge the work of IR Secretary, Chue Lo in assisting with editing as well as supervising the production, organization and distribution of this summary and the major research projects that are related to it.

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